

Research & Action Report

Wellesley Centers for Women



Center for Research
on Women

Stone Center

FEATURING:

WCW International
Programs Reach East

COMMENTARY:

Critical Mass on
Corporate Boards:
Why Three or More
Women Enhance
Governance

Q&A:

New Staff Examine
Risks, Change,
Resilience in
Relationships

Contents

2

Short Takes

4

New Staff Examine Risks, Change,
Resilience in Relationships: Q&A with
Pamela Alexander and Tracy Gladstone

8

WCW International
Programs Reach East

11

Global Connections

12

WCW Welcomes New
Postdoctoral Fellows

13

Save the Date

A new and improved Wellesley Centers for Women (WCW) website will be launched this winter! Utilizing a new design and database technologies, the site will enable users to more easily navigate and search the breadth of WCW's work that is available online. As the site evolves, the ability to make transactions online will also improve so publication purchases, online giving, and event registrations will, in the near future, all be accessible through the site. Visit us at www.wcwonline.org and see what's new!

14

Spotlight on New Research

16

2006 Honor Roll of Donors

26

Conferences and Presentations

28

New and Notable Publications

30

Commentary:
Critical Mass on Corporate Boards:
Why Three or More Women
Enhance Governance

32

Jean Baker Miller, 1927–2006



From the Executive Director

The midterm elections brought several key “firsts” for women elected officials around the country, most notably, the first female speaker of the U.S. House of Representatives, giving added weight to the old feminist adage “a woman’s place is in the House...and the Senate!” While seeing more women at every level of governance is heartening, I must admit that a small voice in the back of my head grumbles, “It’s 2006 and we’re still celebrating firsts for women????” But the call for change embodied in the elections results—a call not only in relation to U.S. involvement in Iraq, but, particularly at state levels, in terms of many of the social policy issues so critical for women: reproductive rights, minimum wage, child care policies, educational opportunities and access to health care—is meaningful and encouraging.

This demand for change gives new energy to our work here at the Wellesley Centers for Women. For more than 30 years we have been working on studies and programs that can inform policy and practice at every level in order to improve the educational, economic, and social status of women and their families. We have focused time, energy, and resources to better understanding women’s psychological strengths in order to make a difference for everyone; and we have looked carefully at issues of gender violence and how this violence harms the entire society.

In this issue you will read about two new members of the WCW staff, women who bring expertise and passion to their areas of work: 1) children and depression and 2) the prevention of domestic violence (pp 4-7). Tracy Gladstone is the inaugural director of the Robert S. and Grace W. Stone Primary Prevention Initiatives. Her research focuses on the ways children whose families have a history of depression can minimize their own risk for depression. Senior research scientist Pamela Alexander will continue her work looking at the ways in which treatment for batterers can be most effective and beneficial for these individuals and their relationships. Both women bring years of dedication and scholarship to WCW and I look forward to sharing more of their efforts and findings with you in the future.

I am also delighted to announce the appointment of Rangita de Silva-de Alwis as our new senior advisor on international programs (pp 8-10). As the cover of this issue illustrates, we are working on new initiatives in Asia in close collaboration with women’s groups in several countries in the region so that we may support and learn from each another. In our global community there is no issue that affects women in one country without also affecting women in others. The exact dimensions, the remedies that may be most effective, and the results that can be expected all differ in a variety of ways, but the underlying reality is that women everywhere are lower in status, more likely to be in poverty, suffer more from gender violence, and hold less power than do men. Because this is the way it *is* does not mean it is the way it *should be*, nor the only way it *can be*. We continue to work for a world that is better for women for, as I have written before, that world is better for everyone.

Jean Baker Miller, a woman who truly made the world better for so many and the founding director of the Jean Baker Miller Training Institute here at WCW, died this past July. Her loss is felt keenly not only at the Centers but around the globe by women and men who were inspired by her life and her work. This work will continue to inspire us here as we move forward with the development of research, theory, and programs that can make a positive difference in the world.

Jean is remembered in this report (pp 32) and will be remembered in an upcoming issue of the *Women’s Review of Books*. As I close, I want to note that this month we celebrate the first anniversary of the new *Women’s Review of Books*, the last remaining major literary review to focus exclusively on women’s writing. We are pleased that so many subscribers and advertisers are supporting this important publication, but we have a long way to go. Please subscribe—and help keep women’s voices in the public arena! 🌸

Wellesley Centers for Women
Wellesley College
106 Central Street
Wellesley, MA 02481-8203
U.S.A.

Executive Director:
Susan McGee Bailey, Ph.D.

Editor:
Donna Tambascio

Design:
LIMA Design

Printing:
Shawmut Printing

www.wcwonline.org

Criminalization of Teenage Sexual Behavior

This past summer, **Nan Stein** examined ways in which states attempt to regulate consensual adolescent sexual behavior through criminal law. Taking the lead in this effort was Summer B. Zeh, a Wellesley College alumna, second-year student at Boston University School of Law, and a 2006 Rappaport Fellow—a competitive fellowship available to 12 Boston area law school students with an interest in the intersection of public policy and law.

According to Stein and Zeh, prosecuting teenagers for consensual sexual behavior can have far-reaching consequences in young people's lives—criminal charges can permanently disrupt an adolescent's education, even if there is no finding of guilt later. If there is a conviction, a youth can be required to register as a sex offender. Because prosecutors can't reach every teenager who violates these laws, Stein and Zeh caution that there is a tendency to make choices based on age or sometimes race or socio-economic background. Moreover, there is an overwhelming trend to exempt some consensual teenager sexual behavior from criminal liability. Such exemptions most often include a close-in-age requirement, exempting teens from prosecution if they are within three or four years of age of their partners and the activity was mutually desired.

Stein and Zeh reviewed laws and social consequences relating to the criminalization of teenage sexual behavior. The goals of the research project were to: determine the existing research on the topic of criminal law and teen consensual sex; identify the laws about age of consent and the trend to decriminalize some categories of consensual adolescent sexual activity; identify and evaluate the arguments both in favor of and against creating exceptions to criminal liability for consensual adolescent sexual activity; and suggest areas for future research and public policy. They further hope to propose model legislation for Massachusetts and have prepared a paper for upcoming publication.

JBMTI Seminars

The three-day Jean Baker Miller Training Institute (JBMTI) Fall Intensive Training focused on Founding Concepts and Recent Developments in Relational-Cultural Theory (RCT) and Practice and was a unique opportunity for psychologists, social workers, licensed mental health counselors, and marriage and family therapists to participate in the intensive study of RCT. Presenters included: **Amy Banks**, **Judith Jordan**, **Marilyn Downs**, **Lynne Lieberman**, **Linda Hartling**, **Janet Surrey**, **Yvonne Jenkins**, and **Maureen Walker**.

Postdoctoral Fellows' Activities

Diane Purvin and **Jasmine Waddell** were selected to participate in the National Poverty Center 2006 Summer Workshop on Children and Poverty in June. This workshop was designed as an introduction to the data sets and key empirical papers related to research on child development for low-income children. It provided background on the assortment of longitudinal and experimental data used in research in this area.

Jasmine Waddell was elected a delegate for the 2006 Massachusetts Democratic Convention in the February caucuses and charged with the responsibility to nominate party candidates for endorsement in the 2006 statewide elections.

Publishing News

Michelle Porche and **Stephanie R. Harris** co-authored *Is Literacy Enough? Predicting Long-Term Academic Success for the Students of the Home-School Study of Language and Literacy Development*, published by Brookes Publishing. Along with Catherine Snow and Patton Tabors, the four authors and literacy experts lay out the evidence in this compelling book, based on the well-known *Home-School Study of Language and Literacy Development* that inspired the landmark resource, *Beginning Literacy with Language*. Following a group of children living in low-income families from preschool through high school, the authors charted the students' outcomes using test data to reflect language and literacy skills, self-report (data reflecting motivation and engagement in school, and interviews with students, teachers, and parents. Through the findings made during this long-term study, readers will discover the critical importance for academic outcomes of factors such as ongoing reading support in middle school and high school, especially in the area of comprehension, academic, and emotional support from teachers and parents; risk factors such as attending multiple schools, family disruption, and social-emotional difficulties; and guidance about the intermediate steps needed to achieve long-term goals.

for more info: see www.rightsmatter.org

Nan Stein is one in a group of teachers and educators who wrote a booklet, *Rights Matter: The Story of the Bill of Rights*, for Constitution Day in September. The Bill of Rights Education Project made this initiative available for schools in the Commonwealth of Massachusetts. The booklet and related website give teachers the tools they need to meet the federal requirement and cover much of the material outlined in the U.S. History I and II portions of the Massachusetts History and Social Science Curriculum Framework. Along with Lyn Mikel Brown and Meda Chesney-Lind, Stein also co-authored "What About the Boys?" a commentary published in *Education Week* on June 7, 2006. This opinion article addressed the current debate and zero-sum game in which attention to girls allegedly results in neglect of boys. The authors state that there are legitimate concerns about the way the issue is being framed and recommend addressing "the real culprits: poverty, racism, and heavy doses of toxic masculinity with its persistent message to boys that studying is for wimps, nerds, and—you guessed it—girls." to purchase related Working Paper, call 781.283.2510

Ruth Harriet Jacobs' newest book, *ABC's for Seniors: Successful Aging Wisdom from an Outrageous Gerontologist*, has been recently published and distributed by Hatala Geroproducts. In this book, Jacobs presents the essentials that enable a reader to harvest life fully for creative, healthy, successful, vigorous, and meaningful aging. Jacobs is the author of several other books on aging, including: *Be an Outrageous Older Woman*, *Life After Youth*, and *Re-engagement in Later Life*.

Jean Hardisty published an essay, "Books Matter," in the May/June issue of *Women's Review of Books*, in which she reflected on books' influence on individual thinking and society as a whole.

Discussing Fairer Science

FairerScience.org is the newly launched website for the Wellesley Centers for Women (WCW) project of the same name. Directed by **Susan Bailey** and Patricia Campbell of Campbell-Kibler Associates, this is one of two WCW projects funded by the National Science Foundation that focuses on gender and science. The website contains a variety of materials for researchers, advocates, and the media. Resources available include: "KICI (Keep it Simple and Interesting): Journalists' Advice to Researchers," and "KICI (Keep it Careful and Intelligent): Researchers' Advice about Journalists." The overall goals of FairerScience are to help researchers in gender and the sciences better communicate their work to the media, policy makers, and advocates while helping media to better understand issues of gender and science, technology, engineering, and mathematics (STEM).

The project is working on a variety of products including multimedia presentations from researchers on "hot topics" in gender and STEM, free resources, and gender and STEM research briefs. In addition to serving as a first-step in bringing together an electronic community of STEM and gender researchers and advocates, this project is also WCW's first adventure in "blogging." The FairerScience blog provides commentary on topics related to women and girls pertaining to STEM. The project team invites readers to visit the site and to contribute. To learn more about the project or to join the blog discussions, please visit www.FairerScience.org.

With Pamela Alexander and Tracy Gladstone

New Staff Examine Risks, Change, Resilience in Relationships

Pamela Alexander



The Wellesley Centers for Women (WCW) recently welcomed Pamela Alexander, a senior

research scientist whose work focuses on gender violence. Alexander, a recent senior research investigator at the Center for Research on Youth and Social Policy at the University of Pennsylvania, received her Ph.D. in clinical psychology from Emory University, was on the psychology faculty at Memphis State University (now the University of Memphis), and held a tenured associate professorship in psychology at the University of Maryland. She has conducted research in the area of gender-based violence for more than 25 years.

What led you to study gender violence?

After my internship in clinical psychology I was working at a small, rural mental health center outside of Memphis and I found I was interviewing many women who had histories of incest. At that time, there was virtually nothing written on this but when you begin to study incest, you find out you're also studying physical abuse, marital violence, and neglect. There's a huge overlap between different types of violence that occur within a family context.

Several years later when I was at Memphis State University, I compared different kinds of group treatment for adult female incest survivors. I became interested in attachment theory as a way of looking at the importance of early family relationships in affecting a child's ability to regulate her affect and her view of intimate relationships. I conducted another interview study of incest survivors in Washington, D.C., looking at the variety of symptoms associated with different kinds of family dynamics. Gradually, I became more focused on intimate partner violence or domestic violence.

On what aspects of intimate partner violence do you focus your work?

I'm really interested in the relational context of current violence and child abuse. Specifically, I'm interested in what keeps people connected even though there's violence going on, and what contributes to people's vulnerability or risk for either perpetrating or being the victim of violence? And as a clinical psychologist, I am very interested in prevention and treatment—what kinds of interventions not only stop abusive behaviors by the batterer, but also help both batterers and victims learn new patterns for interacting that are satisfying and successful?

Why study batterers?

From a feminist perspective, it's absolutely essential that men receive some sort of effective intervention to stop being violent. A lot of victims don't want to leave their partners; they want the violence to stop but they have a sense of connection, they have relationships, they may be parents together. And even if a couple does separate successfully and safely, a failure to intervene with the man does very little to protect the next woman with whom he is in a relationship.

Are there successful intervention programs for batterers?

It's not clear whether current kinds of treatment are any more effective than some sort of legal intervention so I am now looking at a different kind of treatment model, through a [National Institute of Justice] grant, that uses a stages-of-change motivational interviewing perspective. The stages-of-change model is based on the notion that for any of us, any kind of change that we want or that we experience occurs through a series of stages. Initially, we don't feel that we have a problem, then we start to think about it, then we may make preparations to change behavior, then we begin making changes, and hopefully we continue.

This model suggests that different kinds of interventions are important for people in different stages. The wrong kind of intervention at the wrong time is just not going to work. Since most batterers who are court-ordered to treatment are in an early stage of change, standard batterer treatment that is focused on behavioral change for men in a later stage of change is not particularly effective. Instead, this new intervention is focused on increasing court-ordered bat-

terers' motivation for change. These men need to identify a personal reason for changing their behavior—such as being a better role model to their kids or being a better husband or not interacting in ways that ultimately make them ashamed. If violence is clearly contradictory to one's values as a man, a father or a partner, it's much more likely to end. That is the rationale for this intervention and preliminary results suggest that it is more successful than standard treatment.

How are you conducting this research?

The data collection is through the Abused Persons Program in Montgomery County, Maryland. They see 400-500 men each year who are court ordered for 26-week treatment sessions, and it's a very diverse group: culturally, racially, economically. The men are randomly assigned to a standard condition or a stages-of-change condition. The purpose of this particular project is to see how batterer treatment can become more effective than just legal intervention in reducing the rate of future violence, as well as stopping verbal abuse and intimidation.

What other work are you doing on intimate partner violence?

In addition to gathering partner follow-up on the stages-of-change project, I'm currently analyzing data on a study funded by the [Centers for Disease Control] that looks at what predicts batterers' response to treatment. This is a large sample (1800 batterers from six counties in Maryland) and while there's been a lot written on types of batterers—family-only batterers versus more borderline/dependent individuals who are more volatile versus psychopathic men who are not just violent to their partners but in other relationships and situations as well—I'm looking at the readiness to change of different types of batterers. We'll have enough data eventually to look at how these batterers respond to treat-

ment. Further, as a clinician, I'm interested in looking at the impact of group dynamics in treatment. For example, what's the impact of diversity in groups—demographic diversity or diversity of psychopathology—in predicting every group member's response to treatment? What's the impact of certain group members' psychopathy on everyone's response to treatment? Does it motivate others when some in the group are ready to change?

I'm also working on several projects with battered women. For example, I'm looking at how battered women's view of the violence they have experienced impacts their willingness and ability to leave an abusive relationship. I'm finding that some women's history of sexual abuse in childhood affects their dependency upon their partner and their tendency to excuse their partner's violence. So, how do early relationships and internal working models of relationship affect how battered women view their current relationships? Eventually, I would like to develop an intervention for battered women with a history of child sexual abuse to help prevent their abuse by another partner, a phenomenon that actually affects a sizeable portion of battered women who seek services.

What other work will you undertake at WCW?

I will be finalizing work on the stages-of-change research—writing reports and articles for publication. I also want to look at what kinds of services that battered women receive are empirically associated with their future safety. I'm paying particular attention to the use of services by women of different ethnic groups and by women who are immigrants.

I am interested in looking at the effects of exposure to political violence, community violence, military combat, and child abuse on the perpetration of intimate partner violence and will be collecting new data on this with colleagues in Montgomery County. I am hoping to

also examine attachment in batterers in terms of how it relates to their cognitive associations to violence.

Ultimately, I expect that I will be able to collaborate on some exciting projects with other researchers and program staff at WCW. Before coming here I was really interested in the research that was being conducted at the Centers. I am delighted to find that people here are willing to look at the complexity of issues and not from one particular stance. I think this will make our work together much more meaningful and beneficial.

continued on next page



Tracy Gladstone



The Wellesley Centers for Women (WCW) has named Tracy Gladstone the inaugural director of

the Robert S. and Grace W. Stone Primary Prevention Initiative. Gladstone, an assistant in psychology at Children's Hospital, Boston, MA and an instructor at Harvard Medical School, earned her undergraduate degree at Brown University and her doctorate in clinical psychology at Emory University. Following a postdoctoral fellowship at Judge Baker Children's Center and Children's Hospital, Gladstone continued her research on building resilience in children and adolescents at risk for depression. Gladstone is actively at work developing strategies to promote positive sibling relationships in children of depressed parents and has a strong record of scholarly publications and presentations.

What led you to research depression?

My father is a clinical psychologist, so I was exposed to the field of child and adolescent psychology as a child, and I immediately began taking psychology courses when I got to college. I quickly realized that my foundation in cognitive psychology from Brown's psychology department would serve me well in addressing the problem of depression, because cognitive processes are central to the development and maintenance of depressive disorders. And, depression was a natural area to study given my longstanding interest in understanding more about sex differences in psychopathology, since rates of depression are so much higher for females than for males, starting in adolescence. My earliest work on depression focused on a study of sex differences in rates of depression across the high school to college transition, and also possible explanations for these sex differences, including differences in social support, pubertal timing, negative life events, and cognitive styles. Overall, I was interested in understanding cognitive processes in depression, and what made certain teens and young adults vulnerable to depressive illness.

Although I found this work on risk factors for depression in youth to be stimulating, I was eager to explore applications of this research in the community, particularly in the area of prevention. I was struck by research showing that once a person has an initial episode of depression, he or she is more likely to have a repeat episode, and that earlier onset of depression is associated with a worse prognosis. I remember thinking that a prevention focus was needed for mental health research on depression, so that people at risk for depression could have help preventing the initial onset of disorder. I thus sought a postdoctoral fellowship at the Judge Baker Children's Center and Harvard Medical School to work with William Beardslee, M.D. on a family-based program to prevent depression in early adolescents. I spent 11 years working as part of Dr. Beardslee's research team, which highlighted for me the importance of

finding resources for children who are coping with parental depression.

How does your research support prevention efforts?

The work that I've been doing focuses on a population of children at risk primarily because their parents have been depressed. We know there's a biological link in depressive illness, but actually about 75% of the variance in the transmission of depression from parent to child is due to social-environmental factors, like parenting practices, marital conflict, and stressful life events. Of course we can't control genetics, but we can control factors involved in the expression of genetic liability. Take skin cancer, for example. If you know your family or heritage is vulnerable to developing skin cancer, you can be sure to wear hats and long sleeves, or sunscreen, and you may be able to prevent the expression of this genetic vulnerability so that you can reduce the risk of a skin cancer diagnosis for yourself and for your children. Likewise, knowing that your kids are at risk for depression, there are things you can do for them, cognitive skills you can teach them and changes you can make in how you parent them, that may help prevent them from experiencing depression themselves.

I've been working with colleagues to develop and evaluate different prevention programs that teach teens, parents, and families about depression, risks for depression, and ways of preventing. We've been looking at characteristics of families with parental depression that may make family members more or less responsive to different prevention approaches. So, for example, families with a depressed father may benefit only from a very personal, clinician-based prevention program, whereas families with a depressed mother may be better able to benefit from less intensive, lecture-based prevention programming. Also, I've been working with colleagues in Nashville, Pittsburgh, and Portland, Oregon to evaluate a group cognitive-behavioral intervention program for adolescents at risk for depression.

How do intervention programs like these work?

I believe there are several key components to successful prevention programs for child and adolescent depression. First, parental involvement is crucial in preventing any kind of illness in children and adolescents. I think group programs for kids are not useful if they do not include parents, garner support and commitment from parents, and provide psycho-education for parents. Most parents, even in an acute condition, are concerned about their kids. When parents know the features of resilience in children of depressed parents, then they can work to promote resilience in their children. Second, I believe psycho-education for kids is equally important. Many children of depressed parents do not realize that their parents are depressed. They see their parents as tired and irritable and inconsistent, and they often blame themselves for their parents' malcontent. It's very important that kids understand that depression is an illness and that they are not responsible for their parent's difficulties. Third, I think that quality prevention programs for teens at risk for depression include a cognitive-behavioral focus, given the important role of cognitive distortions in the development of depression across the lifespan.

How do you think siblings can help each other if a parent has depression?

To date, most work on the prevention of depression in youth focuses on the child independently, or on the child in relation to his or her parents. No one has considered the possible resource that siblings can provide to one another in coping with parental depression, despite evidence suggesting that the sibling relationship may serve as a buffer during times of family stress. I want to know how siblings can support one another in the face of family depression. I am presently developing a study that examines the connection between parental depression, parenting styles as they pertain to sibling relationship quality, sibling relationship quality, and

depressive symptoms in children. Ultimately, I aim to develop a preventive intervention program for children of depressed parents that focuses on enhancing the sibling relationship through cognitive and behavioral change both in parents and in children.

What other work have you done on prevention?

I've been working with colleagues at the University of Chicago to develop a parent component to an Internet-based prevention program for adolescents at risk for depression, called CATCH-IT. This program aims to teach coping skills to adolescents who are at risk for depression. It also teaches parents about depression, ways of recognizing depression in their teens, and also ways they can help to prevent depression in their kids by promoting resilience. By working their way through the computer modules at their own pace, teens obtain skills to improve mood, increase energy, cope with negative thoughts, deal well with stressful situations, improve communication and conflict resolution skills, and more. My involvement here has focused on the development of the parent modules for this internet-based program.

What work do you hope to undertake now that you're at WCW?

I'm very committed to continuing the research I've been doing over the past several years, including my work comparing two different family-based prevention protocols for families with parental depression, and my work on a large national, multi-site study evaluating a group cognitive behavioral preventive intervention for at-risk adolescents. I am excited about new work I'm developing with a colleague at the University of Chicago that uses a more community-based approach to preventing depression in teens. And, I'm focusing much of my efforts on launching my new sibling-based prevention work.

I am also extremely excited about the possibilities I see for collaboration with projects and programs here at WCW. I look at Open Circle

and the National Institute on Out-of-School Time, and I envision conducting psycho-educational programs for parents where we could talk about depression, resources for kids, and promoting resilience in kids. We could perhaps teach kids about ways of thinking and interpreting events in their lives to keep themselves healthy through programs like these. What's key is that these programs are well-established and they have connections with schools. Such collaborations—through these programs or other school- or community-based organizations—could offer a public health approach to the prevention of depression. The mission of the new Stone Primary Prevention Initiatives encourages opportunities to identify and develop effective mental health prevention programs. There are just so many possibilities to explore. 🌟



WCW International Programs

Reach East



The Wellesley Centers for Women (WCW) recently welcomed Rangita de Silva-de Alwis as senior advisor on international programs. A legal advocate with her LL.M. and S.J.D. from Harvard Law School, de Silva-de Alwis also holds an appointment as a Research Fellow at the Women and Public Policy Program at the Kennedy School, and brings a wealth of experience working with women's groups in Asia on the rights of women and children.

"We hope to build upon existing relationships and create new ones with colleagues around the world through these initiatives under Rangita's leadership," reports Susan Bailey, executive director of WCW. "Our knowledge of social science research methodology and in substantive areas of work such as women's education, gender violence, work/family issues, and child care will not only be a resource to others, but will be strengthened in numerous ways from new international collaborations and learning."

For six years de Silva-de Alwis served as director of international programs at the Spangenberg Group, a research and consulting firm based in Massachusetts specializing in improving justice programs. Responsible for all aspects of international programming, she conceptualized, developed, and carried out programs to strengthen the rule of law and human rights framework in China, Vietnam, Pakistan, and programs with a regional focus in Asia. De Silva-de Alwis also assisted the United Nations Development Fund for Women (UNIFEM) in reviewing and implementing the Convention on the Elimination of Discrimination against Women (CEDAW) in China and wrote a 16-country study on girl child labor for UNICEF. She has served as a consultant to other UN agencies and offices committed to children, human rights, and social advancement and as a senior advisor to the Public Health Advocacy Institute at the Northeastern University Law School.

Women's Rights Issues in China

In collaboration with Bailey, de Silva-de Alwis leads two Ford Foundation projects at WCW. The "Technical Support to Ford Foundation Grantees Working on Women's Rights Issues in China" project aims to strengthen the capacity of the Chinese partners and help build alliances and forge relationships between women's rights organizations in China- and U.S.-based women's research centers. A continuation of work de Silva-de Alwis has undertaken for more than a half decade, this project seeks to help raise the profile of the Chinese organizations' work both nationally and internationally. The Center for Studies of Women's Issues at Home and Abroad at Peking University has signed an Agreement of Academic Exchange with WCW to broaden the outreach of the program.

One goal of the program is to apply the Law on the Protection of Women's Rights and Interests (LPWRI)—the Bill of Rights for Women in China. The technical assistance provided to Ford Foundation partners focuses specifically on the areas of gender equality in education and sexual harassment in schools and workplaces. The program further explores ways in which gender disaggregated data and social science methodologies can inform policy and legal change. Through it, similar laws in Asia will be explored and best practices on implementation of laws, especially in the areas of sexual harassment and equal protection, will be developed.

The program also provides technical assistance to the China Women's University to strengthen the implementation of the prohibition against sexual harassment, and to broaden the law to cover sexual harassment in schools. The projected outcomes—better enforcement of the existing laws, progress made towards a future sexual harassment law, a better understanding of the implementation mechanisms in comparative laws, and an awareness of sexual harassment in schools—will be pursued via several strategies, including:

- Sharing of laws from the Asia region on sexual harassment and model guidelines which deal with provisions and clear definitions of harassment;
- Establishing a non-retaliation policy, including non disclosure of names;
- Developing prevention procedures, training, education, and a policy publication;
- Developing procedures for complaints, investigations, and remediation;
- Providing guidelines on sexual harassment in schools.

An important aspect of this project is to equalize women's participation in political action at the grassroots and national levels. Several stipulations in the LPWRI are guided by the CEDAW provisions on political participation and enshrine the need for temporary special measures to facilitate women's equality in political participation. Through ongoing discussions among women's groups and a needs assessment focusing on how to advance women's political involvement, participants focus on barriers, cultural impediments, past failures at asserting gender concerns, campaign funding, the lack of training, and tokenism. The program is also focusing on the needs to engender political parties and other similar organizations, to promote awareness of electoral rules and regulations, and

continued on next page

to strengthen access to health care, education, employment, ownership of property, and social welfare.

Participants will also learn how to collect gender disaggregated data on women in the political process. The CEDAW Committee and the UN Economic and Social Council have drawn attention to the need for such data collection in China as this can be utilized as an important advocacy tool and has been essential in law reform. It has also helped to uncover gaps in the area of policy reform.

Bailey and de Silva-de Alwis will continue to provide research support on issues central to their day-to-day projects. This includes research on women's rights and human rights commissions in Asia and gender equality laws from the region. The materials on equality laws will cover both direct and indirect discrimination; access to vocational guidance and placement services; access to training and advancement; security of tenure of employment; remuneration of work of equal value; and a broad range of terms and conditions regarding work, training, and benefits.

"This program is designed in a way to respond quickly to emerging needs of women's rights advocates and programs in China," de Silva-de Alwis elaborates. "For example, the Honorable Judge Nancy Gertner, an adviser to the program, and I will be in Beijing for a workshop with the Chinese Academy of Social Sciences on gender bias in the legal profession and to work with the Women's University in China to examine the CEDAW Committees' recommendations to China's 5th and 6th State Party Report to the CEDAW Committee. What is unique about this program is that we draw together an array of comparative and international perspectives to enrich lawmaking and advocacy. Our work is informed by a multiplicity of laws and best practices from different jurisdictions and not just the United States."

Asia Regional Law Reform

The Ford Foundation is also funding the "Convene Asia Regional Law Reform Working



Professor Wei Guoying, from the Center for Studies of Women's Issues at Home and Abroad at Peking University, and Susan Bailey sign an Agreement of Academic Exchange

Group and Train the Trainer Seminar" program at WCW. In 2005, de Silva-de Alwis conducted a mapping of the human rights movement in Asia for the Ford Foundation. Many human rights lawyers in the region reported that a trained pool of human rights lawyers would help advance their work. Through this new WCW program, a working group of cause lawyers and jurists from Asia will be convened this winter to examine the role that gender-based strategic litigation can play in advancing equality, non-discrimination, and the human rights agenda. This working group forms the regional focal point from which direction for the network will come. A "train the trainer" workshop will also emerge out of the group discussions. Subsequent training programs will be hosted by organizations in different parts of the region.

The well known Lawyers Collective in New Delhi, India will host the first working group meeting. There, participants will explore ways to establish a regional network of lawyers and jurists to ensure the justiciability of both civil and political rights; conduct training, as needed, on strategic litigation on women's human rights; find common ground and determine best practices among the diverse legal systems; and build on the exist-

ing litigation efforts in the different countries in this region.

It is expected that through this project, trained lawyers and jurists will be more able and effective in helping individuals and organizations to elaborate and assess their legal options as well as to identify and mobilize litigation resources. These advocates will be encouraged to strategically pursue promising litigation while avoiding cases likely to fail; there will be more direct support and consultation to organizations that undertake litigation and the drafting of laws; and models for internationalizing litigation—including ways cases can be brought before international human rights mechanisms—will be explored.

"The Asian region faces severe constraints in achieving intra-regional exchanges of strategic lawyering skills among themselves. One reason for this is the lack of ready information about such issues," says de Silva-de Alwis. "The Working group and training will help forge alliances and build networks to support national and local reformist projects for advocates across the region."

Further developments on these and other international initiatives will be outlined in the 2007 Spring/Summer *Research & Action Report*. ❀

Global Connections

Susan Bailey and Peggy McIntosh traveled to Hong Kong in June to speak at the Challenges and Possibilities in Gender Equity Education: The Second International Conference in the Asia-Pacific Region held at the Hong Kong Institute of Education and co-hosted by the Equal Opportunities Commission. Bailey presented "Educating Girls and Boys: What the Research Tells Us" during the keynote plenary session. McIntosh co-lead a Positions & Identities session, "Professional Development of Teachers' Identities: An Example from the United States," with Betty Eng, SEED Seminar Leader in Hong Kong who teaches at the City University of Hong Kong.

Two high school teachers from Taiwan attended the SEED New Leaders' Week in California in July and will now co-lead their own school-based, monthly SEED seminar at the Taipai Municipal Lishan High School. Mimi Cheng and Cindy Yuan will hold their SEED seminar in Mandarin. In addition, Carolyn Urquhart, a teacher from the International School of Tanganyika in Tanzania, attended the New Leaders' Week and will lead the third SEED seminar her school has sponsored in the last four years.



Linda Hartling served as co-convenor and facilitator of the 7th Annual Meeting of the Human Dignity and Humiliation Studies (Human DHS) Network held in September at the University of Peace in Costa Rica. Hartling welcomed participants and introduced the "Appreciative Frame," a model of engagement that focuses on: practicing

relational-cultural awareness; listening others into voice; waging good conflict; creating better connection through reflection; and employing humor while working. She also joined Evelin Lindner (pictured right), founding manager of Human HDS, for which Hartling (pictured left) is a member of the board of directors, in Zurich, Switzerland in October, as she accepted the Swiss Professional Association's 2006 Award for Applied Psychology on behalf of the network. The network is a multi-disciplinary, international organization dedicated to promoting peace and dignity by ending cycles of humiliation.



Katja Gillander Gådin (pictured left), a senior lecturer in public health at Mid Sweden University whose work focuses on gender perspectives, visited the Wellesley Centers for Women in September and met with several staff, including Nan Stein (pictured right), Sumru Erkut, Pam Alexander, and Meena Hewett to discuss related projects and global resources.

This past March, Rangita de Silva-de Alwis joined women leaders from across the world in Washington, D.C. at the inaugural conference launching the International Republican Institute's (IRI) Women's Democracy Network (WDN) to foster relationships and help the leaders advance as their countries make the transition to democracy. In August, through her advisory role with WDN, de Silva-de Alwis served as a moderator for a special panel presentation, "How to Recruit Women for Leadership Roles and Develop

Advocacy Techniques (Government and Civil Society)" at the WDN's Asia Regional Conference in Jakarta, Indonesia. Her many presentations with international colleagues seek to generate women's further involvement in policy development and enforcement around the world.

In October, de Silva-de Alwis served as a discussant for the "Funding Scenarios and Incentive Structure for Programs for Women's Leadership" panel during the ANE Women's Leadership Workshop held in Washington, D.C. Hosted by the Bureau for Asia and the Near East (ANE), United States Agency for International Development in cooperation with the office of Higher Education for Development, the goal of the workshop was to define strategies for long-term training in leadership through higher education.

In November, de Silva-de Alwis traveled to Indonesia to provide technical assistance to the Consumer Association of Indonesia on a program to draft legislation to combat the health effects of second hand smoke on women and children and to advance the need for Indonesia to ratify the WHO Framework Convention on Tobacco Control.

"We need to encourage women to enter politics and we must also mentor, educate, and train young women leaders to prepare them for this work," de Silva-de Alwis says. "There is a synergy and excitement about this work and we need to work together to sustain the momentum." As part of the need to engender women's political participation and the monitoring of political processes, de Silva-de Alwis has been invited by IRI to monitor the Bangladesh elections scheduled for January 2007.

WCW Welcomes New Postdoctoral Fellows

The Wellesley Centers for Women (WCW) recently welcomed two, new full-time research fellows to the Postdoctoral Behavioral Research Training on Variations in Child and Adolescent Development program. Linda Charmaraman and Jennifer Grossman join second-year and third-year fellows, Jasmine Waddell and Diane Purvin, respectively, in the National Institute of Child Health and Human Development (NICHD)-sponsored program.

Through the postdoctoral program, trainees have opportunities to do research that focuses on development in childhood and adolescence; variations by race and ethnicity, gender, and social class and how these interact with risk and resilience factors; and the behavioral and social-contextual foundations of mental, physical, and public health disparities in understudied populations.

The training program, located at WCW and jointly administered by WCW senior researchers and selected Wellesley College faculty, consists of three components: training and career development; collaboration with the preceptor on the preceptor's externally funded research projects; and independent research of the fellow's choosing conducted under the guidance of their preceptor.

Charmaraman aims to merge her personal interests in gender and ethnic equity issues with her academic research agenda while working on the Adolescent Mixed-Ancestry Identity: A Measurement Pilot project at WCW. Under the direction of her preceptors and the program directors, Sumru Erkut, Michelle Porche, and Allison Tracy, the project is an examination of the development of mixed-ancestry identity, its precursors, and its sequelae. The significance of this study lies in the new conceptual approach to measuring mixed-ancestry identification among adolescents and also in the use of new statistical tools, which will assess both the strengths and vulnerabilities of mixed-ancestry youth.

Charmaraman holds a Ph.D. in Human Development from the University of California, Berkeley's Graduate School of Education; her dissertation is entitled, "Cognitive and Social Development through Digital Media Construction in an Urban After-School Community." Her research interests include media literacy, out-of-school learning, identity development, collaboration, urban adolescent attitudes, and youth empowerment. Throughout her doctoral program, Charmaraman served as coordinator of graduate student diversity recruitment in her department and as a member of the Equity Committee. She has maintained a strong commitment to providing a forum for women artists and activists to be showcased by serving as a host/producer of a local radio show, collaborating with the Empowering Women of Color Conference, and directing the Women of Color Film Festival in the Bay Area.

Through the WCW NICHD fellowship, trainee Grossman will explore cross-cultural peer relationships and potential applications for preventative work while supporting the Relational Resilience among Adolescent Hispanic Females project directed by her preceptor Nancy Genero, associate professor of Psychology at Wellesley College. In the context of various social and cultural complexities and a growing Hispanic population, comprehension of the culture-sensitive mechanisms that promote positive developmental outcomes is important. This study represents an initial attempt to describe and integrate bicultur-



Jenny Grossman and Linda Charmaraman

al efficacy, mutuality, and resilience among a high-risk group of Hispanic female adolescents. Grossman holds a Ph.D. in counseling psychology from the Boston College School of Education. Her dissertation, "Discrimination Distress among Asian-American Adolescents," explored how racism impacts youths' mental health and social functioning and how peer relationships may support healthy development in the face of discrimination. She recently completed a clinical internship and postdoctoral fellowship at Massachusetts General Hospital, where she worked primarily with adolescents and families. She seeks to combine her clinical understanding of adolescents with her research background to promote healthy youth development and systemic change. Grossman's research interests include adolescent development, issues of race and culture, and relational health.

Through a combination of formal seminars and informal, regular interactions with preceptors and other scholars in the field, the WCW NICHD postdoctoral program offers training and career development to the research fellows. Charmaraman and Grossman began their fellowships in September. 🌸

Postdoctoral Fellow Position Open

WCW announces two full-time postdoctoral research fellow positions, sponsored by NICHD. The accepted fellows are expected to make a two-year commitment to the Wellesley, Massachusetts-based program and may apply for a third year. The training program is designed to provide systematic research training for candidates who want to develop expertise in research on childhood and adolescence, with a focus on understudied populations. The main goal of the program is to identify and develop scholars from under-represented groups who will go on to launch independent research careers based on external funding sources.

Application deadline is January 31, 2007; earliest date of appointment is May 1, 2007. Interested candidates should visit <http://www.wcwonline.org/postdoc/> or call 781.283.2500 for more information.

Save the Date

Diane Purvin will present "Beyond Work Participation: The Impact of Domestic Violence on Low-Income Women's Career Trajectories" during the Economic Burden of Domestic Violence on Women symposium at the 11th Annual Conference of the Society for Social Work and Research in San Francisco, CA in January 2007. For more information, visit <http://www.sswr.org>.

Peggy McIntosh will speak on the topic of white privilege at the University of Wisconsin, LaCrosse Campus on February 23, 2007; to the National Association of Legal Career Professionals in Chicago at the Hyatt Regency Hotel on March 2, 2007; and at the 8th Annual White Privilege Conference at the Sheraton Hotel in Colorado Springs, CO April 19-20, 2007. For more information, please call 781.283.2520.

The **Jean Baker Miller Training Institute** Spring Institute, "Relational Leadership: It Makes All the Difference," will be held Friday, March 2, 2007 at the Wang Campus Center, Wellesley College, Wellesley, MA (5 CE). The Professional Seminar, "The Connected Brain: Building Resilient Relationships and Flexible Brains," will be held Friday, April 27, 2007 at the Dedham Hotel, Dedham, MA (5 CE). The 12th Annual Summer Advanced Training Institute & Research Forum, "Embracing Change," will be held June 20-24, 2007 at Wellesley College, Wellesley, MA, where the life and work of Jean Baker Miller will be remembered (15 CE). For more information, visit www.jbmti.org or call 781.283.3800.

Jean Kilbourne will present at several conferences and seminars this winter and next spring. Among these programs, she will speak at the Prevention Research Institute, Iowa City, IA and the University of Cape Town, Cape Town, South Africa, both in January

2007. She will present at the American Lung Association of Alaska, Anchorage, AK in March, and at the White Privilege Conference, Colorado Springs, CO in April 2007. For more information, visit www.jeankilbourne.com.

Wellesley Centers for Women Lunchtime Seminar Series | Spring 2007

The Spring Lunchtime Seminar Series at the Wellesley Centers for Women (WCW) offers residents and/or visitors to the greater Boston area the opportunity to hear about work by WCW researchers and program staff. All presentations are held Thursdays, from 12:30 – 1:30 p.m. at the Centers' Cheever House; they are free and open to the public. Below are working titles and the projected schedule.

February 22	March 29
Linda Hartling <i>From Humiliation to Appreciation: Walking toward Our Talk</i>	Jean Hardisty <i>Looking Back to Move Forward: Women's Visions of a Progressive Society</i>
March 1	April 12
Allison Tracy <i>What Are You Anyway?: Getting at Racial and Ethnic Identity in Adolescents of Mixed Ancestry</i>	Amy Banks <i>Is There a Neurobiology of Hope?</i>
March 8	April 19
Pamela Alexander <i>Battered Women's Continued Vulnerability to Intimate Partner Violence</i>	Tracy Gladstone <i>Sibling Relationships among Offspring of Depressed Parents</i>
March 15	April 26
Jennifer Grossman <i>Discrimination and Adolescent Development</i>	Katherine Morrison <i>The Ocean of Possibility: Lessons for Researchers Working with Communities of Color</i>
March 22	For an updated schedule and/or more information, visit http://www.wcwonline.org/cgi-local/n-calendar.cgi or call 781.283.2500.
James Vetter, Bethany Montgomery, Margaret Kiwanuka <i>Social and Emotional Learning in Urban Schools</i>	

Spotlight on New Research

Adolescent Mixed-Ancestry Identity: A Measurement Pilot

*Project Director: Sumru Erkut
Funded by the National Institute of Child Health and Human Development, National Institutes of Health*

This pilot study will measure racial and ethnic identification among mixed-ancestry adolescents in preparation for a multifaceted prospective examination of mixed-racial/ethnic identity development. Checking off a racial identification box on a survey or questionnaire can result in an imperfect or simplistic representation of an individual's underlying racial/ethnic identity. This project seeks to capture the variability and complexity of contemporary theories of racial/ethnic identity and its manifestation in a multi-cultural society. The significance of this study lies in a new conceptual approach to measuring mixed-ancestry identification among adolescents through the use of new statistical tools. The tools developed will be used to assess both the strengths and vulnerabilities of mixed-ancestry youth.

Uncovering the Causes and Effects of Discrimination-Based Human Rights Violations in Child Custody Proceedings

*Project Director: Monica Ghosh Driggers
Funded by the Ford Foundation*

This follow-up study to the Battered Mothers' Testimony Project will use human rights research and documentation methods to identify and ameliorate concerns particular to minority and immigrant domestic violence victims as they seek custody of their children through family court proceedings.

Technical Support to Ford Foundation Grantees Working on Women's Rights Issues in China

*Project Director: Rangita de Silva-de Alwis
Funded by the Ford Foundation*

This grant will allow the project director to provide ongoing technical assistance to Ford Foundation grantees working on the advancement of a women's rights agenda in China. Projects will include: convening a roundtable on implementation of the Law on the Protection of Women's Rights and Interests (LPWRI); providing model laws and guidelines from the Asia region on sexual harassment that feature a clear definition of harassment; establishing policies and procedures for dealing with reported instances of sexual harassment; and facilitating discussion with women's groups to encourage the political participation of women.

Convene Asia Regional Law Reform Working Group and Train the Trainer Seminar

*Project Director: Rangita de Silva-de Alwis
Funded by the Ford Foundation*

This program will bring together a working group of lawyers and jurists from Asia to focus on law reform in the region. The working group will examine the role that gender-based strategic litigation can play in advancing equality, non-discrimination, and human rights. In addition, the working group will explore ways to establish a regional network of lawyers and jurists to ensure that civil, political, social, economic, and cultural rights are legally enforceable. A follow-up workshop will consist of training on the strategic litigation of women's human rights. This workshop will strive to find common ground and best practices among diverse legal systems.

A Social-Ecological Study of Gender, Relationships, and High School STEM

*Project Directors: Anne Noonan and Michelle Porche
Funded by the National Science Foundation*

This project is a multi-year, mixed-methods research study of the social ecology of students in science education in one large urban public high school system in Massachusetts. The goal of the research is to systematically examine and compare the multiple spheres of influence on inner-city girls' and boys' educational experiences and aspirations related to science, technology, education, and mathematics (STEM) study and career development, with particular focus on their relationships with helping adults. As a descriptive complement to existing statistical profiles, it is expected that the increased knowledge generated by this study will inform ways to increase the participation of girls and other under-represented groups (e.g., racial minorities, inner-city students) in STEM study and employment, thus broadening and diversifying the future STEM workforce.

The Afterschool Program Assessment System Field Building Initiative

*Project Director: Ellen Gannett
Funded by AT&T Family Care Development Fund*

The aim of the Afterschool Program Assessment System Field Building Initiative is to help key cities, national organizations, and states build their capacity to engage in a continuous, data-driven afterschool program improvement process that encompasses program quality, participation, and youth outcomes.

The New Black? Cape Verdean Racial Identity on Nantucket

*Project Director: Jasmine Waddell
Funded by the University of Massachusetts Boston, James Bradford Ames Fellowship Program*

This project is an exploration of racial and ethnic identity within the Cape Verdean diaspora in Nantucket, Massachusetts. Ethnographic methods will be used to develop an understanding of how Portuguese colonialism and the Nantucket island community influence the racial and ethnic identity of Cape Verdeans on Nantucket. This project will explore whether Cape Verdeans on Nantucket are more or less likely to identify as Black given factors such as age, generation, citizenship status, education, occupation, and community engagement. This project will contribute to the understanding of racial and ethnic identity

Susan Bailey and Pat Campbell received a supplemental grant for the FairerScience project from the National Science Foundation. The purpose of this supplement is to make FairerScience.org an interactive website with the potential to generate and strengthen electronic communities related to gender and science, technology, engineering, and mathematics (STEM).

Monica Driggers received funding from University of Massachusetts, Center for Women in Politics and Public Policy to assist with a study and report on incarcerated women and resources affecting their family connections.

The **National Institute on Out-of-School Time** received funding for trainings and consultations from: Nonprofit Finance Fund to publish a field building report on physical activity, nutrition, and after-school standards; Maine After School Network at the University of Maine at Farmington for an extension of existing work on School Age Child Care Technical Assistance Papers; Open Society Institute to support a Cross-Cities Network meeting in Baltimore, Maryland; Greater New Orleans Nonprofit Knowledge Works; Pennsylvania State College for Central Intermediate Unit Family Services; Work Family Directions, Inc. sponsored by IBM; Illinois School-Age Care Network; North Carolina Child Care R&R School Age Project;

in the African diaspora and facilitate the development of effective community outreach for Cape Verdeans.

The New Black: Racial Identity and Employment Aspirations for Cape Verdean Youth

*Project Director: Jasmine Waddell
Funded by Island Foundation, Inc.*

This project examines the influences of racial identity of Cape Verdean youth in New Bedford, Massachusetts on career aspirations. Are African-identified Cape Verdean youth more or less likely to choose non-traditional professional careers? High school-aged Cape Verdean youth will be surveyed and attend various workshops. The workshops will explore and discuss the

Wareham Middle School; Child Care Capital Investment Fund; Montgomery County Collaboration Council for Children, Youth and Families; St. Louis For Kids; City of Cambridge, Leading for Quality Initiative of Agenda for Children; Massachusetts Department of Education: Partnership for After School Education (PASE); Nashua School District; New Jersey School Age Care Coalition (NJSACC); Jet Propulsion Laboratory at the California Institute of Technology for the NASA Space Science Support Network, Community-Based Organizations Working Group (CBOWG); Frontier Regional/Union #38 Out of School Time Program; University of Massachusetts Amherst to assist in implementation of MERIT project site(s) in Massachusetts; Boston After School & Beyond; Montgomery Early Learning Centers (MELC); Kansas Enrichment Network; and Louisiana Department of Education.

Nancy Marshall received funding from Lesley University for the Identifying the Prevalent Health Practices and Concerns in Early Care and Education Programs project. This is a secondary analysis of the Cost/Quality Studies data to provide information about health practices in early care and education programs in Massachusetts.

complexity of racial identity as it operates in the Cape Verdean community and on career choice. The study will contribute to youth-based community development in New Bedford.

The Quality Inventory for a 21st Century Plan for Boston's Youngest Children

*Project Directors: Nancy Marshall, Joanne Roberts, and Julie Dennehy
Funded by Associated Early Care and Education*

This project will provide a comprehensive picture of the quality of Boston's Early Care and Education programs for infants, toddlers, and preschoolers, in both centers and family child care homes.

ADDITIONAL FUNDING

Nancy Mullin received a contract from the Olweus Bullying Prevention Group through Clemson University to provide consultation services for a New York Training of Trainers.

Nan Stein received funding from NASA's Office of Diversity and Equal Opportunity to assist in preparing and conducting an on-site compliance review at major universities that receive NASA research grants, pursuant to Title IX of the Education Amendments of 1972 and the current NASA authorization laws. She also received an anonymous gift, speaking fees, and payments to serve as an expert witness in school sexual harassment cases.

Peggy McIntosh received the second installment on a three-year pledge from the Anna Emery Hanson Charitable Trust for the Anna Wilder Phelps fund and a grant from Funding Exchange to support the National Seeking Educational Equity & Diversity (SEED) Project.

Open Circle program received gifts from Roche Bros. Supermarkets, the E. Franklin Robbins Charitable Trust, Katherine S. and John W. Kaufmann Charitable Gift Fund of Fidelity Charitable Gift Funds, and gifts from Open Circle's Advisory Board and various individuals. Gifts were also received from various individuals in honor of Pamela Seigle to fund an Open Circle Scholarship.

Conferences and Presentations

Pamela Seigle and **Jim Vetter** convened a roundtable on “Building the Adult Community in Schools” in May at the Wellesley College Club, in Wellesley, MA. Representatives from a variety of leading, national social and emotional learning programs explored how positive relationships among school staff can help create the type of environment in which teachers are likely to be successful and to remain in the profession over time. The roundtable took place as part of the Open Circle Teacher Retention Project, funded by the DuBarry Foundation.

Ruth Harriet Jacobs spoke about her life and experiences and how they relate to the arts at the Women’s Art Forum in May, sponsored by the Cultural Arts Alliance of Hopkington, MA. She also taught Women and Aging, a three-day intensive course that gives bachelor’s or master’s degree credits at the School of Human Services, Springfield College in Vermont in June.

Jasmine Waddell served as a guest lecturer in April at Wellesley College in Wellesley, MA where she spoke about her doctoral research on the barriers to implementation for post-apartheid social policy in South Africa, as well as at Simmons College in Boston, MA where she addressed how the human rights paradigm can be used as a tool for coalition-building and inclusive policy development. Waddell also served as a panelist discussing “Through My Eyes: A Panel on Gender from South African and U.S. Perspectives” held in Boston, MA in June. She presented “A Dream Deferred: Implementation of Social Welfare Policy in Post-Apartheid South Africa” at the first Emory-University of Cape Town International Symposium on South Africa in Atlanta, GA in November.

Anne Noonan presented “The Type of Thing I Seek: Psychological Aspects of Later-Life Employment” at the 2006 Summer Symposium, Grow Old Along with Me: The Baby Boomers Come of Age, organized by the Wellesley College Alumnae Association, in June at Wellesley College, Wellesley, MA. Noonan also presented “In That Place But Out of Place: Urban Adolescents’ Perceptions of Social Class Position and Difference as Experienced in Relationship with Important Adults at Work” at the How Class Works conference organized by the Center for the Study of Working Class Life at the State University of New York in Stony Brook, NY in June.

Sumru Erkut discussed the value of gender, racial, and ethnic diversity on governance in the corporate world and in social organizations during her “Women’s Leadership: Diversity Matters” presentation at the Wellesley College Alumni of Boston Annual Meeting on June 17 in Wellesley, MA.

Jean Hardisty spoke with Deepak Bhargava on “Wrong about the Right” at a Demos Forum at Demos: A Network for Ideas and Action, a New York-based think tank, in June. The Demos Forum is a venue for a growing network of thinkers, elected officials, activists, and advocates who are focused on urgent issues facing American democracy.

Jim Vetter presented “Keys to Fostering Social and Emotional Learning” at the National Principal Leadership Institute in July at Fordham University’s Lincoln Center Campus, New York City. Vetter also presented “Helping Children Build Positive Relationships” in a panel presentation at the annual conference for early elementary teachers, early childhood educators, childcare providers, and parents sponsored by Parenting Resource Associates in October in Framingham, MA.

Michelle Porche presented “Influences of the Same-sex Marriage Ruling in the Workplace” at the annual meeting of the American Psychological Association in New Orleans, LA in August. Using data from the Same-sex Marriage Study, the paper addressed the research question: How has being visible as a wife or husband in a newly married same-sex couple influenced one’s interactions with colleagues in the workplace, self-advocacy for benefits, and quality of employment?

Ellen Gannett co-presented “Strategies for Adapting Formal Education Materials in Space Science for After-School Settings” at the NASA Jet Propulsion Laboratory in Baltimore, MD in September, where she discussed characteristics of out-of-school time learning environments. Gannett facilitated the Middle School After-School Forum held in Austin, TX in September and presented “Caring, Educating, and Developing: Building Success in Afterschool,” the keynote presentation for the Vermont School Age Care Network, in Rutland, VT, in October.

Jean Kilbourne lectured extensively throughout the summer and fall. Among her engagements, she spoke at the Utah Fall Conference on Substance Abuse, St. George, at the Georgia Campaign for Adolescent Pregnancy Prevention, Atlanta, and the Wisconsin Coalition Against Sexual Assault, LaCrosse, all in September. She was also a presenter at the ACME (Action Coalition for Media Education) Conference, Burlington, VT, the Washington State Prevention Summit, Kennewick, and the CCFC (Center for Commercial Free Childhood) Summit, Wheelock College, Boston, MA, in October. In November, Kilbourne spoke at the Florida Coalition Against Domestic Violence, Orlando, and The Influence of Media on Body Image Conference, Winnipeg, Manitoba.

Meena Hewett participated in a panel presentation on, “Do Immigrants Catch or Carry Race and Culture,” at the 2006 Diversity Challenge Conference held at Boston College (BC) in October in Newton, MA. The abstract from the conference, developed by Hewett and Jasmine Waddell will be published in the conference proceedings by the BC Institute for the Study and Promotion of Race and Culture.

Nan Stein presented “Locating a Secret Problem: The Rising Pandemic of Sexual Violence in K-12 Schools?” during the New Perspectives on Girls’ Violence and Victimization session at the 2006 American Society of Criminology Meeting held in November in Los Angeles, CA.

Several special lecture and discussion programs were held for friends and donors of the Wellesley Centers for Women:

Michelle Seligson and **Susan Bailey** presented “Implications of New Research on Child Care: Promise, Practice, and Policy” on May 16, at an event hosted by **Marva Peterson Shearer**, in Los Angeles, CA. Seligson and Bailey also presented “What Really Works for Our Children: Research Reveals the Facts about Child Care” on May 17, at an event hosted by **Amy Sommer**, in Santa Monica, CA.

Rangita de Silva-de Alwis and **Susan Bailey** presented “WCW and the World—International Collaborations, Global Relevance” on October 4 at Wellesley College, Wellesley, MA. This event was chaired by **Brit d’Arbeloff** and **Katherine Howe Strehle**.

Nan Stein and **Susan Bailey** presented “Revealing Secrets, Talking Publicly, Influencing Policy: The Decriminalization of Consensual Sex among Minors and the Rising Pandemic of Sexual Violence in Schools” on October 15, at an event hosted by **Katie Grover**, in Greenwich, CT.

Ellen Levine, editorial director of Hearst Magazines, hosted a luncheon at the *Good Housekeeping* Dining Room in New York City for WCW friends and donors. The October 18 luncheon featured a discussion on the topic of Aging by **Susan Bailey**, writer/director **Nora Ephron**, and Levine which was moderated by **Lynn Sherr** of ABC News 20/20.

New and Notable Publications

Leadership: What's Motherhood Got to Do with It? (2006)

SUMRU ERKUT

*Price: \$10.00
Order: WP425

This paper is based on interviews conducted with 60 prominent women leaders featured in *Inside Women's Power* (Erkut & Winds of Change Foundation, 2001). It is an elaboration of two unexpected themes that emerged in the interviews: (1) motherhood and other family roles as training ground for leadership and (2) motherhood as a metaphor for leadership. Recognizing good mothering as a metaphor and training for leadership was unexpected because it represents a radical departure from the early traditional advice for women aspiring to leadership to "become more like men." Some of the leaders in this study were secure enough in their work roles that they could describe leadership using language derived from their lived experience as women. At least among women who have reached top levels of leadership, there was a level of comfort that allowed them to bring to their work a more integrated sense of being a woman and a leader. This is a positive development that contrasts with many anecdotal stories of women feeling the pressure to leave behind their motherhood and other aspects of being a woman when they enter the world of leadership.

Commentary: Strange Bedfellows or an Overdue Analogy? Library Access and Marriage Equality (2006)

JASMINE M. WADDELL

*Price: \$10.00
Order: WP426

The issue of same-sex marriage has made a significant impact on popular culture. In this commentary, the author argues that the current discussion about whether same-sex marriage is a civil right can be clarified for advocates and

nay-sayers alike by analogizing the institutions of marriage and libraries. Just like libraries, the institution of marriage opens new worlds of upward mobility and access. And as such, just as American society acknowledged the injustice of closing libraries to non-whites, we need to rethink the exclusion of same-sex couples from the institution of marriage. Moreover, analogizing the two institutions clarifies the role of both marriage and libraries in strengthening citizenship and promoting social inclusion.

Self-Esteem: A Brief Review of Key Issues for Educators and Parents (2006)

SUMRU ERKUT

*Price: \$10.00
Order: WP427

This review is designed to provide a guide to parents and educators on what is known about self-esteem and what remains uncertain. Rather than analyzing the results of many separate studies, the review relies most heavily on meta-analyses of self-esteem that summarize studies on particular subtopics and, when possible, places findings in a cross-cultural perspective. The review covers the definitions of self-esteem, its roots, measuring self-esteem, the intuitive appeal of the concept, attempts to raise self-esteem, and the correlates of self-esteem with age, gender, race/ethnicity, sexual orientation, and socio-economic status. The paper concludes with the observation that while self-esteem has intuitive appeal, empirical research has not supported concerns that low self-esteem is conducive to anti-social or delinquent risky behaviors nor that high self-esteem is related to better academic performance. The implication for parents and educators who would like to boost children's and adolescents' self-esteem to protect them from engaging in undesirable behaviors is to focus on changing specific beliefs and attitudes concerning the

behaviors they would like to promote and those they would like to suppress. What research shows is that depression and suicidality are associated with low self-esteem and life satisfaction with high self-esteem. The implication for educators and parents is that they need to be concerned with low self-esteem among their students and children because of its association with adverse mental health outcomes.

Healthy Choices Afterschool: Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standards (2006)

GEORGIA HALL AND DIANE GRUBER

*Price: Free/S&H only
Order: M19

This is a report by the National Institute on Out-of-School Time's (NIOST) Investigation on the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association (NAA) Program Standards. This project was stimulated by the national concern for child and youth obesity and the valuable role out-of-school time programs can fulfill in helping to address the crisis. The researchers envision that the information in the report will be helpful to afterschool program providers, staff, and funders as they consider implementation of physical activity and nutrition initiatives in their programs. For instance, depending on the afterschool program mission, goals, and structure program providers may consider a curriculum that emphasizes human relations, physical, or nutrition education activities. The profiles in the report will assist program leaders to choose curricula that are compatible to their program capacities, interests, and priorities.

Critical Mass on Corporate Boards: Why Three or More Women Enhance Governance (2006)

VICKI W. KRAMER, ALISON M. KONRAD, AND SUMRU ERKUT

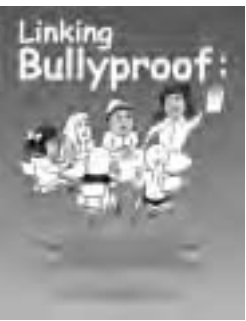
*Price: \$20.00
Order: WCW11

To study the effect on boardroom dynamics of increasing women's presence, researchers interviewed 50 women directors, 12 CEOs (9 male), and 7 corporate secretaries at *Fortune* 1000 companies. The results showed that the benefits of having women on a corporate board are more likely to be realized when three or more women serve on a board. While even one woman can make a positive contribution, and having two women is generally an improvement, corporations with three or more women on their boards tend to benefit the most from women's contributions. Respondents said that women directors make three distinctive types of contributions that men are less likely to make. They broaden boards' discussions to include the concerns of a wider set of stakeholders, including shareholders, employees, customers, and the community at large; they are more persistent than male directors in pursuing answers to difficult questions; and they often bring a more collaborative approach to leadership, which improves communication among directors and between the board and management. The study outcomes have implications for board recruitment. Nominating committees should not try to be gender-blind when filling board vacancies because women directors add value to the boards' governance. Nor should corporations rest on their laurels when they can point to one or two women on their board because a critical mass of three or more women is needed for fully benefiting from women's input.

Linking Bullyproof: Teaching about Bullying and Harassment Using National Standards for School Counseling and Health Education (2006)

EMILY COE-SULLIVAN AND NAN D. STEIN

*Price: \$15.00
Order: WCW10

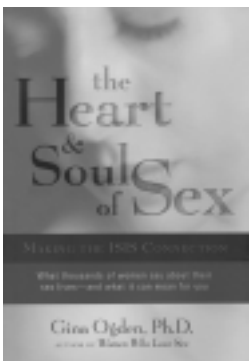


A joint publication of the Wellesley Centers for Women and the National Education Association Professional Library, *Linking Bullyproof: Teaching About Bullying and Harassment Using National Standards for School Counseling and Health Education* is a manual designed to integrate the topics of bullying and harassment into the classroom curriculum of fourth and fifth grade students. It is a supplement to *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students* (Sjostrom & Stein, 1996). Each lesson from *Bullyproof* has been aligned with national performance standards for School Counseling and Health Education for fourth and fifth grades, and in many cases, the standards for sixth grade have also been included. This manual is flexible, cross- and inter-disciplinary, and can be used, in whole or in part, by teachers, health educators, and school counselors.

The Heart & Soul of Sex (2006)

GINA OGDEN

*Price: \$22.95
Order: BK1017

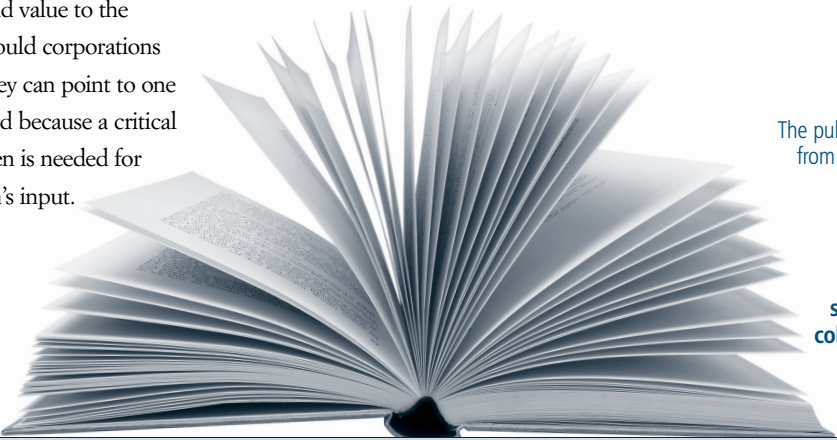


Drawing on the results of her unique national survey—and on decades of clinical practice as a sex therapist—Gina Ogden offers a revolutionary exploration of women's sexual experience. The best sex, say thousands of women, doesn't just happen in the body. It is multidimensional, connecting body, mind, heart and soul. In *The Heart and Soul of Sex*, Ogden coaches readers to fully realize the physical, emotional, mental, and spiritual aspects of sex, making what she calls the "ISIS Connection." Throughout the book are firsthand stories of survey respondents, offering examples of how ordinary women—from ages 18 to 86 and from many backgrounds—have found their own way to sexual expression that is deeply satisfying and even life-changing. *The Heart and Soul of Sex* takes the reader on a journey beyond the usual emphasis on performance, including practical exercises that can be done alone or with a partner. Ogden shows us that sex can be much more than what we've been told—not just fun and exciting but deeply healing, magical, and transformative.

*Please note that prices do not include shipping and handling:

The publications listed here may be purchased from the WCW publications office by calling 781.283.2510 or by visiting www.wcwonline.org/o-browse.html.

Please note that our website will be updated in early 2007 to make searching and purchasing from our collections easier and more efficient!



Critical Mass on Corporate Boards: Why Three or More Women Enhance Governance



Sumru Erkut, Ph.D. is an associate director and senior research scientist at the Wellesley Centers for Women. Her work includes the current Critical Mass Study and the recent Career Advancing Practices of Senior Executives. She is author of *Leadership: What's Motherhood Got to Do with It?* (2006); *Why So Few Women at the Top? A Review of Women's Corporate Leadership Literature* (2005) and *Inside Women's Power: Learning from Leaders* (2001).

Does it matter to corporate governance whether women serve on a board? If so, does it make a difference how many women serve? That is, is there a critical mass that can bring significant change to the boardroom and improve corporate governance? My colleagues Vicki W. Kramer, Principal, V. Kramer Associates, and Alison M. Konrad, Professor of Organizational Behavior at the Ivey School of Business, University of Western Ontario, and I set out to answer these important questions. Our findings shed light on a growing problem for organizations and society: not enough women are serving on corporate boards *to the corporations' detriment*.

In the face of the public failure of companies such as Enron and WorldCom, some corporate boards have been accused of being negligent or at least acquiescing to irresponsible corporate practices, too often focusing on short-term earnings and permitting runaway CEO compensation. Congress, the Securities and Exchange Commission, the media, and large shareholders have been pressuring corporations to improve their governance. With the goal of composing boards with the integrity and expertise necessary for appropriate oversight of their companies, nominating committees of corporate boards are enlarging the scope of their search for directors and dipping into new pools of candidates, including women. Yet some of the largest companies still have no women directors, and of those who do, only a

small percentage have multiple women directors. The most recent Catalyst report (2005 *Catalyst Census of Women Board Directors of the Fortune 500*) indicated that women held only 14.7 percent of all *Fortune 500* board seats. Among the *Fortune 500* companies, 53 still had no women on their boards, 182 had one woman, 189 had two, and only 76 had three or more women directors. This is a disadvantage to these organizations, their employees, shareholders, and their customers.

Based on interviews and discussions with 50 women directors, 12 CEOs, and seven corporate secretaries from *Fortune 1000* companies and two search firm professionals, we found that a critical mass of three or more women can cause a fundamental change in the boardroom and enhance corporate governance. Our study adds to current research and writing on corporate governance, particularly work that draws attention to the importance of boardroom behavior and dynamics.

Women bring a collaborative leadership style that benefits boardroom dynamics by increasing the amount of listening, social support, and win-win problem-solving. Although women are often collaborative leaders, they do not shy away from controversial issues. Many of our interviewees believe that women are more likely than men to ask tough questions in the boardroom and demand direct and detailed answers. Indeed, as one male CEO put it, "the men feel a gender obligation to behave as though they

understand everything." Women also bring new issues and perspectives to the table, broadening the content of boardroom discussions to include the perspectives of multiple stakeholders. Women of color add perspectives that broaden boardroom discussions even further.

The results of our study suggest that even one woman serving on a board can make a positive contribution. Having two women is generally an improvement, but corporations with three or more women on their boards tend to benefit most from women's contributions. Three women normalize women directors' presence, allowing women to speak and contribute more freely and men to listen with more open minds. As one woman director we interviewed summarized it, "One woman is the invisibility phase; two women is the conspiracy phase; three women is mainstream."

Having three or more women serving on a board can create a critical mass where women are no longer seen as outsiders but where they are truly able to influence the content and process of board discussions more substantially, with positive effects on the corporate governance. Women's contributions help boards fulfill responsibilities to multiple stakeholders and they help create a dynamic boardroom in which members work collaboratively while encouraging tough questions to be asked.

Are there enough qualified women available to substantially increase the representation of

women on *Fortune 1000* boards without sacrificing the quality of decision-making? If being a *Fortune 1000* CEO is a prime qualification—as it has been often in the past—the answer is, "No," because few *Fortune 1000* companies are led by women. As it is, many white men on these boards don't meet that qualification either. Although our respondents consider it important that some CEOs be present on a board, they see no reason why all board members must be CEOs and some good reasons why not all members should be CEOs as this, too, limits the diversity of perspective and may also result in narrowing of both views and processes. Indeed, because women tend to bring new perspectives, a new and desirable leadership style, and a willingness to tackle tough issues, they arguably have more of what it takes to contribute to boards than some CEOs.

To serve boards well, women need high-level corporate experience or the knowledge, skills, and abilities needed to contribute to board discussions. Although boards may need to reach a bit deeper into the senior-management ranks to find more women, women who have succeeded in business careers in corporate America are eminently qualified to contribute to these boards—as are successful women entrepreneurs, lawyers, nonprofit executives, consultants, and academic scholars.

Further, in order to achieve a critical mass, nominating committees should not try to be gender-blind when filling board vacancies or

rest on their laurels when they can point to one or two women on their board. People who claim gender-blindness may appear to be driven to seek merit, but they often overlook the availability of highly qualified female candidates who are not plentiful in the traditional feeder pools such as the *Fortune 1000* CEOs. More importantly, gender-blindness also means being blind to the value of board diversity for bringing various perspectives to the table, bringing knowledge about key constituencies, and enhancing the quality of discussion. Indeed, an insistence on "merit" overlooks the fact that the status quo equates merit with the characteristics of the historically white male board members and overlooks the fact that diverse perspectives add value to corporate governance and should be incorporated into the definition of merit.

My colleagues and I strongly urge boards to recruit and retain women leaders to serve as directors, we further encourage them to go beyond token representation to make a real change. 🌸

Jean Baker Miller, 1927–2006



Jean Baker Miller, MD, noted feminist, psychoanalyst, and social activist whose 1976 groundbreaking book, *Toward a New Psychology of Women*, traced the connection between women's mental health and sociopolitical forces, and maintained that women's desires to connect with others and their emotional accessibility traits were essential strengths not weaknesses as they were traditionally regarded, died at her Brookline, Massachusetts home July 29, 2006.

Toward a New Psychology of Women was a bestseller and classic in the fields of psychology and women's studies, was translated in over 20 languages, and was embraced around the world. Dr. Miller also co-authored *The Healing Connection: How Women Form Relationships in Therapy and in Life* and *Women's Growth in Connection*; she edited *Psychoanalysis and Women*, and authored and contributed to numerous articles on depression, dreams, and the psychology of women. Dr. Miller's writings and work led to her appointment as the first director of the Stone Center for Developmental Services and Studies at Wellesley College in 1981 where she spearheaded collaborative work among scholars, researchers, and clinicians on the treatment and prevention of mental health problems in women. Work at the Stone Center led to the subsequent establishment of the Jean Baker Miller Training Institute at the Wellesley Centers for Women in 1995. Dr. Miller served as director of the Institute until late 2005, where Relational-Cultural Theory—then a new model of psychological development—was further elaborated and taught to practitioners, lay persons, and most recently, business professionals. The underlying message of Dr. Miller's work called for a basic shift in the way human relationships are organized. From emphasizing separateness, accruing power over others, and social stratification, nations and individuals need to emphasize mutual respect and the building of community. Her greatest hope was to effect change that would bring about real social justice.

Judith Jordan, director of the Jean Baker Miller Training Institute, reflects, "Alongside Jean, we worked to educate people that human development is about movement toward increasing mutuality and better connection, rather than growth toward separateness and independence. Her vision has altered our core understanding of both men and women; we all need connection. Building growth-fostering relationships leads not only to personal well-being but to social justice."

In addition to conducting seminars and workshops, the scholars at the Institute have continued to expand applications of Dr. Miller's work and Relational-Cultural Theory to address a broad-range of psychological, social, and organizational issues through working papers. Recent publications co-authored by Dr. Miller include: *Telling the Truth about Power* (2003); *How Change Happens: Controlling Images, Mutuality and Power* (2002); and *Racial Images and Relational Possibilities* (2001).

"Jean Baker Miller was a cherished friend and colleague whose brilliance, gentle determination, and wide influence brought great honor to Wellesley College," says Diana Chapman Walsh, president of Wellesley College. "It was fitting that the Jean Baker Miller Training Institute took root on the campus of a college dedicated to educating women to make a difference in the world. Jean's groundbreaking work has made an enduring difference to generations of women and men, enabling us to understand power in connection with compassion and love."

A graduate of Sarah Lawrence College and the College of Physicians and Surgeons at Columbia University where she was one of ten women in a class of 100, Dr. Miller practiced psychiatric medicine at several New York hospitals and held faculty positions at prominent medical schools in Boston and New York. She actively contributed to the development of psychiatric practice through her professional association work, and as she resisted the notion of individual recognition and was resolute that her work grew in collaboration with others, she was the reluctant albeit appreciative recipient of many honors and awards.

In her last public presentation at the Institute in a 2004 program called "Encouraging an Era of Connection," Dr. Miller's work focused on creating communities of courage and hope. "I think that the source of hope lies in believing that one has or can move toward a sense of connection," she shared.

"Jean's feminism was strong, compassionate, and unwavering, never militant but radical in its implications," notes Susan McGee Bailey, executive director of the Wellesley Centers for Women. "Her work and her theory are not just for psychologists nor just for women, but for all people everywhere. The strength and clarity of her vision will continue to inspire our work here at the Centers as well as that of so many around the world who were touched by her life, her perspectives, and her practice." ❀

We are committed to
finding *answers*.

Be a part of the *solution*.

Please use the enclosed envelope to support the vital role that the Wellesley Centers for Women plays in shaping a better world.

Thank you!



WELLESLEY CENTERS FOR WOMEN

Wellesley College 106 Central Street Wellesley MA 02481-8203

Address Service Requested

Non Profit Organization
U.S. Postage
PAID
Boston, MA
Permit Number
12548